


Maths & English Policy

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1. Safeguarding Statement

BN1 Arts is a post-16 specialist provider, specialising in Music and the Creative and Performing Arts. All staff, volunteers and partners are committed to safeguarding the welfare of every person within BN1 Arts. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

Literacy

2. Literacy

2.1 Principles

Our students need to be able to communicate effectively in speech and writing and to listen and read with understanding. They need these skills to be able to interact positively, not only with each other, but also within the diversity of rapidly changing working environments and the world around them.

Within BN1 Arts, we will ensure students develop their ability to:

- Read and write with confidence, fluency and understanding
- Develop effective and confident speaking and listening skills
- Show an interest in books and read for/with enjoyment
- Read and spell accurately
- Have fluent and legible handwriting
- Have an interest in words and their meanings and have a growing vocabulary
- Become independent in the processes of planning, drafting, editing and improving their own writing.

2.2 Aims and Objectives

Literacy includes speaking and listening, reading and writing. All staff across all subject areas share a responsibility for the development of students' increased attainment of literacy. This Literacy Policy seeks to ensure that language skills are developed by all students and used across the whole curriculum and should be reflected in the schemes of work for each subject.

The College Principle and Programme Leads should work with staff to develop schemes of work that consider the above definitions and goals, and will aim:

- To raise standards of literacy by enhancing the quality of learning and teaching
- To ensure that a range of strategies are employed to suit the abilities of students, differentiating needs and appropriately challenging all students
- To agree and implement intervention strategies for those students' encountering problems within their programme of study
- To incorporate the use of new and emergent technologies to support literacy developments
- To work with all BN1 Arts staff ensuring a joined-up approach to literacy, incorporating it across all curriculums and programmes
- To provide appropriate staff development to ensure a shared understanding of (and consistent approach to) literacy throughout BN1 Arts.

2.3 Teaching and Learning

Staff should strive to use a variety of teaching strategies and styles to raise standards of literacy for all students. These may include:

- Individual tasks
- Innovative strategies for engaging students in English concepts, such as grammar
- Paired work, small groups and whole class activities
- Reviews, reflection and evaluation with the teacher
- The use of ICT
- Examples of different punctuation on display in prominent areas of their classrooms.

Through CPD and sharing of good practice, staff will be trained, supported and encouraged in the effective use of a variety of assessment techniques. This will ensure that students listen to teachers and one another with patience and focus.

2.4 Writing

Supporting literacy issues should be reflected in BN1 Academic Strategies, Policies and Procedures, ensuring that all teaching staff are highlighting students' strengths and areas for improvement within

their writing. The policies combine to encourage a consistent approach to good practice of supporting literacy development within BN1 Arts. The aim of BN1 Arts is to work with students, parents and the wider community to provide a safe, supportive and stimulating learning environment where high expectations and consistent challenges enable our students: to achieve academically, build social and emotional intelligence, and make a contribution to society.

2.5 Reading

Reading levels are assessed at the beginning and end of each year using BKSB assessments and this data is used to pinpoint specific areas where students may require support with their reading and inference. In addition, students utilise mock exam reading papers which are implemented within lessons across the year.

2.6 Differentiation

Some students will need additional support, and others will need targeted extension and challenges.

Strategies that facilitate this include:

- Developing a range of teaching strategies which challenges and supports more/less able students.
- Students are identified by their provision plans and strategies are outlined within their Individual Learning Plans (ILPs).
- Making learning objectives and outcomes clear and specific using Bloom's Taxonomy
- Using innovative assessment strategies
- Adjusting the demands of the task as necessary
- The use of additional support where necessary
- Targeted resources
- Promoting ways of structuring independent learning for more able students
- Creating an atmosphere where students have the confidence to both peer and self-assess
- Acknowledging any SEN needs and specific strategies as outlined in EHCPs or Provision Plans, or as identified by the teacher (who will share any new information they find with the relevant staff).

2.7 Initial Assessment and Progress Monitoring

All BN1 Arts learners undertake initial assessment testing in literacy utilising benchmarking resources such as BKSB. Further information on initial assessment testing can be found in the BN1 Arts Teaching and Learning Strategy.

Staff should consider students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas.

When responding to students' work, staff will:

- Make comments which are positive and supportive, targeting specific areas for improvement
- Give guidance on how to achieve specific literacy targets e.g. spelling and punctuation
- Create opportunities for students to reflect on the quality of their own work and for peer assessment.

Monitoring and evaluation will take place through the following mechanisms:

- Analysis of data focusing on progress made by individual students
- Regular cross department meetings between the English and maths Team and other programmes

In-class evaluation of teaching (through lesson observations, learning walks and work scrutiny)

Whole department reviews that feed into the SAR and QIP for the academic year.

Curriculum reviews, whereby maths and English staff will be teamed with Vocational Programme tutors to work together to identify strengths and weaknesses in the curriculum and how to improve.

2.8 Role of College Principal and Programme Leads

In addition, the role of the College Principal and Programme Leads will ensure the success of this policy.

They will endeavour to:

- Identify approaches to literacy work which are common to several or all subjects
- Continually assess the success of the literacy policy in achieving its goals
- Ensure that tasks have clearly identified literacy learning opportunities where this is relevant and possible
- Take account of different learning styles
- Collaborate with Vocational Programme tutors to identify ways of capturing evidence for English portfolios
- Ensure that students and teachers have high expectations of the students' abilities

- Incorporate an awareness of literacy issues into marking and assessment, highlighting students' strengths and areas for improvement
- Ensure that these issues are regularly referred to when working on other documents such as: action plans and schemes of work.

3. Numeracy

3.1 Principles

The development of numeracy skills is a requirement for every student on a study programme within England. Maths skills help students to think analytically and have better reasoning abilities. These skills are essential because they help students to solve problems and look for solutions.

Within BN1 Arts:

- Students will develop a positive and confident attitude to mathematics
- Students will actively contribute to their own learning and will become independent learners, thinkers and problem solvers
- Students will develop competency when working with mathematics
- Students will develop an understanding of the ways in which information is gathered and presented
- Students will develop a clear understanding of the language of mathematics
- Students will develop logical thinking, enabling them to record work clearly and in a variety of ways
- Students will develop the skills, knowledge and understanding needed to participate fully in working life, as well as the skills to apply, analyse and evaluate their mathematical knowledge.

3.2 Aims and objectives

The College Principal and Programme leaders should work with staff to develop schemes of work that consider the above definitions and goals, and will aim:

- To raise standards of numeracy by enhancing the quality of learning and teaching

- To ensure that a range of strategies are employed to suit the abilities of all students; supporting those that need extra help and appropriately stretching and challenging all students
- To agree and implement intervention strategies for those students' encountering problems within their programme of study
- To incorporate the use of new and emergent technologies to support numeracy developments
- To work with all BN1 Arts staff ensuring a joined-up approach to numeracy, incorporating it across all curriculums and programmes
- To provide appropriate staff development to ensure a shared understanding of (and consistent approach to) numeracy throughout BN1 Arts.

3.3 Teachers of Mathematics should:

- Be aware of the mathematical techniques used in other subjects and provide assistance and advice to Vocational Programme tutors, to ensure a correct and consistent approach is used in all subjects.
- Provide information to Vocational Programme tutors on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- Work with Vocational Programme tutors to gather evidence for maths portfolios
- Seek opportunities to use topics and GCSE examination questions from other subjects in mathematics lessons
- Support students to achieve and progress within numeracy, challenging them to reach and exceed their targets
- Create engaging and interactive lessons that are differentiated and designed to support potentially reluctant learners.

3.4 Teachers of subjects other than mathematics should:

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques relating to their own subject, and encourage students to use these correctly
- Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills

- Provide information for mathematics teachers should specific numeracy skills be required for particular groups within other programmes of learning
- Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

3.5 Initial Assessment and Progress Monitoring

All BN1 Arts learners undertake initial assessment testing in numeracy utilising benchmarking resources such as BKSB. Further information on initial assessment testing can be found in the BN1 Arts Teaching and Learning Strategy.

- Monitoring and evaluation will take place through the following mechanisms:
- Analysing data focusing on the progress made by individual students through data collection
- Regular cross department meetings between the maths and English team and other programmes
- In-class evaluation of teaching (through lesson observations, learning walks and work scrutiny)
- Curriculum Reviews to be completed within assigned teams to evaluate strengths and weaknesses of the maths curriculum and to find ways for improvement and development
- Whole department reviews that feed into the SAR and QIP for the academic year.

3.6 Role of College Principal

In addition, the role of the College Principal will ensure the success of this policy. They will endeavour to:

- Identify approaches to numeracy which are common to several or all subjects
- Continually assess the success of the numeracy policy in achieving its goals
- Ensure that tasks have clearly identified numeracy learning opportunities where this is relevant and possible
- Take account of different learning styles
- Ensure that students and teachers have high expectations of the students' abilities
- Incorporate an awareness of numeracy issues into marking and assessment, highlighting students' strengths and areas for improvement

- Ensure that these issues are regularly referred to when working on other documents such as: action plans and schemes of work.

4. Maths & English

4.1 Condition of Funding

BN1 Arts FE Students aged 16 to 18 (and 19 to 25 with an education, health and care (EHC) plan), who do not hold a GCSE grade 9 to 4, A* to C (a standard pass grade) or equivalent qualification in Maths and/or English, must study these subjects as part of their programme. This is a condition of funding and forms part of BN1 Arts contract with the Department for Education. Study Programme funding will be removed from students that do not meet the conditions of funding.

The qualifications that meet the condition of funding are GCSEs, functional skills level 2 and other 'stepping stone' qualifications.

<https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>

4.2 Delivery

Improving Numeracy, Literacy and Reading skills is a core offer within BN1 Arts. We teach Functional Skills from Entry Level 3 to Level 2, and GCSEs. Students receive two/or combined English and Maths lessons per week, working with a dedicated team of Functional Skills and GCSE staff, working in small groups to build our students' knowledge, confidence and desire to learn. At BN1 Arts we set out to embed a positive attitude towards English and Maths GCSEs and Functional Skills, acknowledging that our learners may have historically struggled for a number of reasons with these subjects.

For EHCP student Maths & English delivery we consider recent summative assessment grades, internal initial assessment testing, and specific requirements of the EHCP. Individual and small group work with Functional Skills and GCSE tutors further builds our student's knowledge, confidence and a desire to achieve.

4.3 Exams

GCSE Awarding Organisations have national exam dates that every educational provider in the country must follow, including BN1 Arts. If a student misses a GCSE exam, they may incur a fee. Students that have missed the summer exams may have an opportunity to sit them in the following November.

Students take Functional Skills exams when they are ready to at any point in the year. Student will be notified if they passed or fail after a couple of weeks. If they have passed, they will be moved onto the next functional skills level. Certificates will be issued at the end of the academic year and will be given directly to the students or posted to the address we have on file for them.

4.4 Quality Assurance

All BN1 Arts Maths & English provision is subject to the same quality assurance cycle as our vocational qualifications. Further information on academic quality assurance can be found in the BN1 Arts Teaching and Learning Strategy.